|  |
| --- |
| **School:**       |
| **Meeting Date:**       |
| **Team Members:**       |
| **Student Group/Area of Concern:**       |

**Step 1 – Problem Identification: What is the Problem?**

|  |
| --- |
| **Expected Level of Performance**:Students will      , as measured by      .**Current Level of Performance**:      % of students met or exceeded expected level of performance      % of students did not meet or exceed expected level of performance**Appropriate Tier of Problem Solving**: [ ]  Less than approximately 80% of students are meeting or exceeding expected levels of performance, continue problem solving to develop Tier 1 instructional/intervention plan. [ ]  Approximately 80% or more of students are meeting or exceeding expected levels of performance, consider Tier 2 problem solving for students not meeting expectations. |

|  |
| --- |
| **Notes:**       |

|  |
| --- |
| **Goal (SMART):** By      ,      % of students will      , as measured by      . |

**Step 2 – Problem Analysis: Why is the problem occurring?**

|  |
| --- |
| **Hypothesis #1:****Domain:** **[ ]** Instruction [ ]  Curriculum [ ]  Environment [ ]  Learner**Hypothesis:**  |
| **Prediction Statement:**       |
| **Assessment Method(s):** **[ ]** Review [ ]  Interview [ ]  Observe [ ]  Test |
| **Specific Data to be Collected:**       |
| **Validated:** [ ]  Yes [ ]  No       |

|  |
| --- |
| **Hypothesis #2:****Domain:** [ ]  Instruction [ ]  Curriculum [ ]  Environment [ ]  Learner**Hypothesis:**       |
| **Prediction Statement:**       |
| **Assessment Method(s): [ ]** Review [ ]  Interview [ ]  Observe [ ]  Test |
| **Specific Data to be Collected:**       |
| **Validated:** [ ]  Yes [ ]  No       |

|  |
| --- |
| **Hypothesis #3:****Domain: [ ]** Instruction [ ]  Curriculum [ ]  Environment [ ]  Learner**Hypothesis:**  |
| **Prediction Statement:**       |
| **Assessment Method(s):** [ ]  Review [ ]  Interview [ ]  Observe [ ]  Test |
| **Specific Data to be Collected:**       |
| **Validated:** [ ]  Yes [ ]  No       |

|  |
| --- |
| **Hypothesis #4:****Domain:** [ ]  Instruction [ ]  Curriculum [ ]  Environment [ ]  Learner**Hypothesis:**       |
| **Prediction Statement:**       |
| **Assessment Method(s):** [ ]  Review [ ]  Interview [ ]  Observe [ ]  Test |
| **Specific Data to be Collected:**       |
| **Validated:** [ ]  Yes [ ]  No        |

|  |
| --- |
| **Notes:**       |

**Step 3 – Intervention Design: What are we going to do about it?**

|  |
| --- |
| **Intervention plan developed for:**       **Content area/focus of improvement:**       |
| **Validated hypothesis:**       |
| **Intervention Plan** | **Support Plan** | **Fidelity Documentation** | **Progress Monitoring Plan** |
| **Who is responsible?**     **What will be done?**     **When will it occur?**     **Where will it occur?**      | **Who is responsible?**     **What will be done?**     **When will it occur?**     **Where will it occur?**      | **Who is responsible?**     **What will be done?**     **When will it occur?**     **How will data be shared?**      | **Who is responsible?**     **What data will be collected and when?**     **When will team reconvene to evaluate progress?**      **How will we decide if the plan is effective?**     **Decision rules:**Positive RtI =      Questionable RtI =      Poor RtI =       |
| **Notes:**       |

**Step 4 – Response to Instruction/Intervention: Is it working?**

|  |
| --- |
| **Review Date:**       |
| **Team Members:**       |

|  |
| --- |
| **Progress Monitoring Data:**     % of students met or exceeded expected level of performance      % of students did not meet or exceed expected level of performance**Data-based decision making based on pre-determined decision rules:** [ ]  POSITIVE Goal is *not* met: [ ]  Continue plan as designed *or* [ ]  Increase intensity of current plan (document all changes or adjustments)Goal *is* met: [ ]  Fade intervention and monitor *or* [ ]  Identify new goal, modify plan (document all changes or adjustments)[ ]  QUESTIONABLEFidelity concerns: [ ]  Address fidelity, continue plan as designed and monitor (document adjustments to address fidelity)No fidelity concerns: [ ]  Increase intensity of current plan and monitor if improvement doesn’t occur, return to earlier steps of problem solving (document all changes or adjustments)[ ]  POORFidelity concerns: [ ]  Address fidelity, continue plan as designed and monitor (document adjustments to address fidelity)No fidelity concerns: [ ]  Return to earlier steps of problem solving to consider replacing the intervention (still addressing validated hypothesis), revisiting other viable hypotheses, or reassessing problem identification (document all changes or adjustments) |
| **Changes or adjustments to the plan:** |

|  |
| --- |
| **Notes:**  |